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ABSTRACT

Designed for integration into existing school curriculum, this is the fourth in a series of five career education curriculum kits for teachers of grades K-3. Each kit pertains to one of five specified career education program goals. The goal for this curriculum kit is, "Develop skills in decision-making, communicating, and creating as related to the world of work." For this goal, four course goals are listed accompanied by suggested performance indicators. Sixteen appropriate classroom activities are detailed and the following information is included for each one: activity goal; grade level; skills required to perform the activity; number of students for which the activity was designed; time needed to do the activity; materials needed; and procedures. Also included is a cross index by goals and activities and a six-page implementation handbook. (These five kits are part of a series of ten career education kits; the other five kits cover the same five career education goals for grades 4-8.) (JH)

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CAREER AWARENESS/ EXPLORATION CURRICULUM KIT

Grades K-3

Edited by

Dan Grimes

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CE 014 951

Marion County Intermediate Education District, Salem, Oregon

CAREER AWARENESS/ EXPLORATION CURRICULUM KIT

GRADES K-3

SPECIALIZATION
PREPARATION
EXPLORATION
AWARENESS

IT'S THE PUPIL OF THE EYE THROUGH WHICH WE SEE

OE 84951

This publication was developed by the Marion Intermediate Education District, in cooperation with the Instructional Division, Career and Vocational Education Section, Oregon Department of Education, under the authority of the Vocational Education Act of 1963, as amended in 1968. Questions regarding use, reproduction, or availability of these materials should be addressed to the Curriculum Coordinator, Oregon Department of Education, 942 Lancaster Drive, NE, Salem, Oregon 97310.

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P.O. Box 1491
Portland, Oregon 97207

(503) 229-4843

QUOTES FROM TEACHERS WHO FOUND THE CURRICULUM MATERIALS VERY USEFUL:

We were very impressed! We found it a valuable addition to our regular curriculum.

Career Committee, Primary, Glendale

The best part of the program to me seems to be the ease with which the activities can be used and incorporated.

Laura Miller, Lincoln Elem., Grade 1, Ashland

Excellent activity! Given at the beginning of the day, helped stimulate the students to choose to do their best that day.

Joene Courtney, Aumsville Elem., Grade 3,
Aumsville

Fun activity for kids, interesting to observe their reactions and relate them to the various learning styles. This is an activity I would use again--could be used many times with different objectives.

Barbara Miller, Gaffney Lane, Grade 1,
Oregon City

The kit was excellent. I enjoyed doing activities with the children, and they enjoyed doing mobiles, silhouettes, etc. I recommend it for all districts to introduce career awareness.

Miss Mosely, Glendale Elem., Grade 2
Glendale

This activity is important to my class as we live in a rural area and they are not familiar with some of the jobs and professions women are now entering.

Carolyn Poetsch, Petersburg Elem., Grade 2
Petersburg

Parents were especially pleased with this activity. We now send a new chart home every week. Rather than agreeing on five things everyone was to do, each child or parent listed the jobs they presently do. Children were very proud of their charts.

B. J. Finch, Gaffney Lane, Grade K,
Oregon City

WELCOME TO THE K-3 CAREER AWARENESS EXPLORATION CURRICULUM KIT! You have before you five notebooks of classroom activities that cover the program goals of Career Education developed by the Oregon Department of Education.

These activities were field-tested by seventy-five selected teachers involving approximately 1900 students throughout the state of Oregon during 1976-77 school year. The activities are designed for integration into the existing school curriculum. While some activities are ongoing and unit oriented, most activities can be accomplished in a normal class period.

Field-testing demonstrated the effectiveness of the activities. Children and teachers responded with loads of excitement and enthusiasm!!

The Career Education Kit will definitely enhance the learning in any classroom.

CAREER AWARENESS – EXPLORATION
CURRICULUM KIT

MEMO

TO: Administrators and Curriculum Coordinators
FROM: The Writing Team

RE: Staff In-service

If this material is to be distributed to teachers without a formal in-service, take a half hour and discuss the following information with your teachers:

WHAT IS IT?

The kit contains a selection of K-3 activities that have been screened and field-tested by classroom teachers. The material covers five (5) program goals. Each book contains activities for one program goal.

WHY SHOULD YOU USE IT?

By implementing this program a district will begin to help students meet minimum graduation requirements. An awareness of career opportunities for students will be developed through the implementation of this program. The activities are designed, developed and based on learning behaviors, such as decision-making, communication skills, inquiry, etc. Experience from the field-test sites has shown that EXCITEMENT, INTEREST, ENTHUSIASM, and ENJOYMENT occur when these activities are used in the classroom.

HOW LONG SHOULD YOU USE IT?

The program is an ongoing experience. The activities should be integrated into the basic curriculum. The program is flexible. Program goals and activities do not need to be done in sequence. The writers strongly recommend that activities from each program goal be used. Most of the activities range from one half hour to one hour of class time. The creative teacher will be able to adapt the activities to their style of teaching and unique situation.

WHAT WILL THE BENEFIT BE TO STUDENTS?

In a years time students will have been exposed to a variety of activities that will allow them to utilize their training in math, reading, spelling, art, science, etc. Through this approach students are being provided an opportunity to apply skills learned in school to life situations.

CAREER AWARENESS – EXPLORATION

CURRICULUM KIT

WHERE DO I GET HELP IF I NEED IT?

Contact your regional career education coordinator, your district career education director, one of the writers of the program, or Dan Grimes, Specialist, Career Awareness, Oregon Department of Education, 942 Lancaster Drive, NE, Salem, Oregon 97310.

I am interested in information regarding:

_____ 1 hour informational in-service

_____ 3 hour overview of the materials

_____ 10 hour (1 college credit) in-service

_____ 20 hour (2 credits) class

_____ 30 hour (3 credits) class

NAME _____ ADDRESS _____

SCHOOL_____ _____

MAIL TO: Dan Grimes
Specialist, Career Awareness
Oregon Department of Education
942 Lancaster Drive, NE
Salem, Oregon 97310

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GRADES K-3

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CAREER AWARENESS CURRICULUM

KIT

INDEX

(GRADES K-3)

Daniel B. Grimes.....Project Director/Writer

John Young.....Project Coordinator/Writer

Loretta Ness.....Project Writer

Louis Cava.....Project Writer

John Davies.....Project Writer

Nancy Combs.....Project Writer

Inge Infante.....Artist

Steve Sandstrom.....Artist

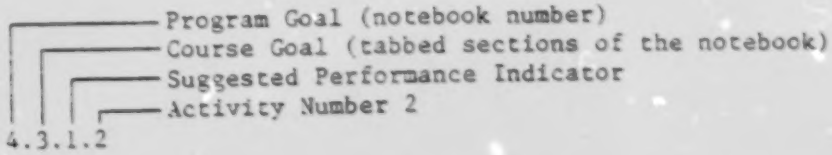
Christy Bailey.....Artist

USING THE INDEX

Each of the following color coded pages represents one notebook. Each colored page lists the program goal, course goals, and performance indicators for its corresponding notebook. Also included on each color-coded page is an activity/skills cross-referenced index.

The teacher can review the goals and performance indicators for appropriateness to class needs. The program goal provides broad information about the activities contained within the notebook. Course goals offer more specific information about the activities contained within the tabbed sections of the notebook. Performance indicators provide specific student objectives.

The numbers are used to locate activities within the kit.



This index is intended to be an aid to planning. For example, if the teacher wished to identify decision-making activities, he/she would scan the decision-making column of each index page to identify the name and location of all decision-making activities. Further information about the activities can be gained from the goals and performance indicators listed on each index page.

Program Goal 1. STUDENTS WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The student will:	**The Student:**
1.1 Understand the roles of family members.	1.1.1 Given an opportunity for discussion, will identify the roles of their family members.
	1.1.2 Given an opportunity to discuss, will identify the relationship of family members to the world of work.
1.2 Recognize that some work requires individual effort and other work requires group participation.	1.2.1 Given a classroom task, will complete an individual project.
	1.2.2 Given a classroom task, will complete a group project.
1.3 Be able to identify attitudes of others within the world of work.	1.3.1 Given the opportunity for a discussion, will begin to identify a definition of attitudes.
	1.3.2 Given an opportunity to observe workers, will identify the attitudes exhibited.
1.4 Be able to recognize why most members in a community seek work.	1.4.1 Given the opportunity to ask questions, will be able to state why people seek work.
	1.4.2 Given the opportunity to interview workers, will describe why people work.

Program Goal 1

Students will identify and develop attitudes about the world of work

CAREER AWARENESS CURRICULUM KIT (Grades K-3)
CROSS REFERENCE SKILLS
CHECKLIST

ACTIVITY NUMBER	TITLE OF ACTIVITY	Grade Level	*Communication	Math	Art	Spelling	Analyzing	Identifying	Observing	Classifying	Decision Making	Experimenting	Estimating	Creative Writing	Construction	Telling Time	Map	Inquiry
1.1.1.1	Family Pictures	K-1	X			X				X								
1.1.1.2	Silhouette Silhouette	2-3	X			X				X								
1.1.2.1	Life Role Boxes	K-1	X					X		X								
1.1.2.2	Photo Essays	2-3								X								
1.2.1.1	Telephone Tasks	K-1	X															
1.2.1.2	Space Travel	2-3				X									X			
1.2.2.1	Noodle Necklaces	K-1												X				
1.2.2.2	Mass Produced Truck	2-3													X			
1.3.1.1	Behavior Choices	K-1	X								X							
1.3.1.2	Y-M-U	2-3	X								X							
1.3.2.1	Worker Attitudes	K-1	X					X										
1.3.2.2	Why Attitudes?	2-3							X	X	X							
1.4.1.1	Community Workers	K-1	X															X
1.4.1.2	Why People Work	2-3					X											X
1.4.2.1	Why Do I Work?	K-1	X															X

*Communication (Reading, Writing, Speaking, Listening, Discussion and/or Interviewing)

Program Goal 2. STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student will:	The Student:
2.1 Develop an understanding of the interrelationship of the producer life role to family, citizen, consumer, individual, and learner.	2.1.1 Given the opportunity to identify parent occupation(s), will describe where parent(s) work.
	2.1.2 Given the opportunity to describe, will identify how work effects the six life roles.
2.2 Identify various tasks the student performs within the family.	2.2.1 Given the opportunity to demonstrate, will show the tasks he/she performs at home.
	2.2.2 Given a task to do at home, will identify his/her responsibilities within the family.
2.3 Begin to identify workers in the community.	2.3.1 Given time to research community works, will be able to identify occupations.
	2.3.2 Given the opportunity to discuss, will assist in planning an "on-site" visitation of workers.
2.4 Understand the need for a monetary system.	2.4.1 Given the opportunity to learn the monetary system, will be able to participate as a producer and a consumer.
	2.4.2 Given the opportunity to identify the use of money in the family, will describe the effects of the monetary system.

Program Goal 2:

CAREER AWARENESS CURRICULUM KIT (Grades K-3)
CROSS REFERENCE SKILLS CHECKLIST

Students will acquire knowledge about the world of work.

ACTIVITY NUMBER	TITLE OF ACTIVITY	Grade Level	*Communication	Math	Art	Inquiring	Analyzing	Identifying	Observing	Classifying	Decision Making	Experimenting	Copying	Creative Activity	Construction	Telling	Map	Vocabulary
2.1.1.1	Involve Me - I Understand	K-1	X													X		X
2.1.1.2	Map Skills	2-3	X		X												X	X
2.1.2.1	Mom Mobile & Pop Mobile	K-3	X		X													X
2.1.2.2	Six Life Roles and a Mini-Community	3	X							X		X						
2.2.1.1	Home Tasks	K-1				X						X						
2.2.1.2	My Jobs At Home	2-3	X															
2.2.2.1	Inquiry Ask the Task	K-3	X															X
2.2.2.2	Mix 'em and Match 'em	2-3	X															
2.3.1.1	Community Workers	K-1	X											X				
2.3.1.2	Community Map	2-3	X		X										X			
2.3.2.1	Any Field Trip	K-3			X					X		X						
2.3.2.2	Our School Workers	2-3								X		X						
2.4.1.1	Let's Play "Money"	K-1		X														
2.4.1.2	Popcorns-a-poppin	2-3		X								X						
2.4.2.1	Barter vs. Money $	3	X	X						X								
2.4.2.2	"Family" Budget	3	X	X						X		X						

*Communication (Reading, Writing, Speaking, Listening, Discussion and/or Interviewing)

Program Goal 3. STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student will:	The Student:
3.1 Recognize his/her relationship to family and school.	3.1.1 Given an opportunity to examine him/her self as a responsible family and school member, will by discussion, realize how he/she fits into society.
	3.1.2 Given an opportunity to illustrate, will compare his/her role in the family and at school.
3.2 Describe how an individuals' uniqueness applies to the family, citizen, individual, producer, learner, and consumer life roles.	3.2.1 Given an opportunity to participate in a role playing situation, will be able to identify three roles unique to the family situation.
	3.2.2 Given an opportunity to participate in an art activity, will create a display of the life roles.
3.3 Understand the relationships within the physical environment.	3.3.1 Given an opportunity to observe, will understand the outcome of pollution.
	3.3.2 Given the opportunity, will identify at least three persons who are responsibile for the care of the physical environment.
3.4 Be able to recognize acceptable behaviors in the home, school, and community.	3.4.1 Given the opportunity to examine social and work behaviors, will be able to classify them as being helpful or not helpful.
	3.4.2 Given the opportunity, will be able to identify sex-stereotyped roles.

Program Goal 3

CAREER AWARENESS CURRICULUM KIT (Grades K-3)
CROSS REFERENCE SKILLS CHECKLIST

Students will identify their individuality and continue to develop a relationship with occupational roles.

ACTIVITY NUMBER	TITLE OF ACTIVITY	Grade Level	*Communication	Math	Art	Inferring	Analyzing	Identifying	Observing	Classifying	Decision Making	Experimenting	Planning	Creative	Construction	Tables	Map	Vocabulary
3.1.1.1	Flannel Board Comparison Home - School	K						X		X								
3.1.1.2	Individual Silhouette	2-3			X				X									
3.1.2.1	Booklet "ME" - AT HOME AT SCHOOL	K			X				X									
3.1.2.2	Family - School Comparison	2-3			X				X									
3.2.1.1	Role Playing Family Members	K-2	X										X					
3.2.1.2	Role Playing Life Roles	3	X										X					
3.2.2.1	Family Collage	K			X				X									
3.2.2.2	Life Role Collage	2-3			X				X									
3.3.1.1	Water Pollution	K-3						X		X								
3.3.1.2	Every Litter Bit Helps!	K-3						X	X									
3.3.2.1	Physical Environment Collage	K-1							X									
3.3.2.2	Physical Environment Occupations	2-3					X											X
3.4.1.1	Acting Out Behaviors	K-3	X						X	X			X					X
3.4.1.2	Behaviors in Work and Play	2-3							X									X
3.4.2.1	Mom is a Doctor and Dad is a Nurse	K-3	X		X					X								

*Communication (Reading, Writing, Speaking, Listening, Discussion and/or Interviewing)

Program Goal 4. STUDENTS WILL DEVELOP SKILLS IN DECISION-MAKING, COMMUNICATING, AND CREATING, AS RELATED TO THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student will be able to:	The Student:
4.1 Identify basic methods of communication.	4.1.1 Given a classroom task, will be able to complete the task using basic methods of communication.
	4.1.2 Given an opportunity for discussion, will be able to recognize how communication skills influence individuals' work.
4.2 Identify skills used in interpersonal relationships.	4.2.1 Given an opportunity to participate in a class activity, will be able to identify responsible behaviors.
	4.2.2 Given an opportunity to observe a worker, will be able to identify behavior traits that influence interpersonal relations.
4.3 Identify examples of decision-making in the career development process.	4.3.1 Given an opportunity to observe, will be able to identify decisions made by individual students, groups of students and others.
	4.3.2 Given an opportunity to participate in activities, will solve problems using group decision making strategies.
4.4 Develop an awareness of the creativity in many occupations.	4.4.1 Given an opportunity to analyze a task, will be able to identify different ways the task can be completed.
	4.4.2 Given an opportunity to observe workers, will be able to identify opportunities for creativity within occupations.

Program Goal 4

CAREER AWARENESS CURRICULUM KIT (Grades K-3)
CROSS REFERENCE SKILLS CHECKLIST

Students will develop skills in decision-making, communicating, and creating, as re related to the world of work.

ACTIVITY NUMBER	TITLE OF ACTIVITY	Grade Level	*Communication	Math	Art	Interpreting	Analyzing	Identifying	Observing	Classifying	Decision Making	Experimenting	Expressing Feelings	Creative Thinking	Construction	Telling Time	Map	Inquiry
4.1.1.1	Did You Hear Me?	K-1	X	X		X	X	X										
4.1.1.2	Transfer of Thought	2-3	X			X	X	X										
4.1.2.1	Sending, Receiving and Interpreting	K-1	X			X	X		X									
4.1.2.2	Worker Messages	2-3	X			X			X									
4.2.1.1	Kid Power	K-3	X								X	X						
4.2.1.2	Is There An Alternative	2-3	X										X					
4.2.2.1	Paper Plate Traits	K-1	X		X			X	X	X			X					
4.2.2.2	People Traits Field Trip	1-3	X			X			X	X								
4.3.1.1	Observing Decision	K-3	X						X									
4.3.1.2	D.M.	2-3	X	X					X		X							
4.3.2.1	Building Blocks	K-3	X			X	X		X				X				X	
4.3.2.2	Allocation of Resources	2-3	X			X	X				X							
4.4.1.1	Pens	2-3	X										X					
4.4.1.2	Building Your Own Thing	1			X						X			X				
4.4.2.1	Creative Occupations	2-3	X															X
4.4.2.2	Creativity: To Be Or Not To Be	2-3	X					X	X									

*Communication (Reading, Writing, Speaking, Listening, Discussion and/or Interviewing)

Program Goal 5. STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student will:	The Student:
5.1 Be aware that the world of work requires certain physical movements or skills.	5.1.1 Given the opportunity for discussion, will acquire knowledge about physical movements in the world of work.
	5.1.2 Given the opportunity to observe, will identify physical skills learned in school and used in occupational roles.
5.2 Be able to understand tools as an extension of the body.	5.2.1 Given an opportunity to use tools, will complete a task.
	5.2.2 Given an opportunity, will identify tools used in selected occupations.
5.3 Identify the relationship between classwork, physical and mental activity, and career choice.	5.3.1 Given a basic knowledge of physical and verbal skills, will be able to demonstrate the skills found in a job role.
	5.3.2 Given the opportunity to select a career area, will be able to demonstrate the relationship of the physical and mental skills learned in school to those within a career area.

Program Goal 5

Students will develop physical and mental skills related to occupational roles.

CAREER AWARENESS CURRICULUM KIT (Grades K-3)
CROSS REFERENCE SKILLS
CHECKLIST

ACTIVITY NUMBER	TITLE OF ACTIVITY	Grade Level	*Communication	Math	Art	Inferring	Analyzing	Identifying	Observing	Classifying	Measuring	Experimenting	Generalizing	Sorting	Constructing	Telling Time	Map	Reading
5.1.1.1	I Moved	K-1												X				
5.1.1.2	Who Moved?	2-3						X		X				X				
5.1.2.1	Mastery	K-1			X										X			
5.1.2.2	School and John	2-3		X					X	X								
5.2.1.1	Tool Relay	2-3	X															
5.2.1.2	Tool Talk	K-1	X					X										X
5.2.2.1	Tool Bingo	K-1			X			X										
5.2.2.2	Tools and Time	2-3	X	X					X	X								X
5.3.1.1	W.S.P.S.	K-3								X	X			X				
5.3.1.2	Telling Traits	2-3	X											X				
5.3.2.1	Charles and Orville and a Dog Named Bruce	K-1	X								X							
5.3.2.2	Are They Alike?	2-3					X			X								

*Communication (Reading, Writing, Speaking, Listening, Discussion and/or Interviewing)

Program Goal 4. STUDENTS WILL DEVELOP SKILLS IN DECISION-MAKING, COMMUNICATING, AND CREATING, AS RELATED TO THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
4.1 Will identify basic methods of communication.	4.1.1 Given a classroom task, will be able to complete the task using basic methods of communication.
	4.1.2 Given an opportunity for discussion, will be able to recognize how communication skills influence individuals' work.

Program Goal 4

STUDENTS WILL DEVELOP SKILLS IN DECISION-MAKING, COMMUNICATING, AND CREATING, AS RELATED TO THE WORLD OF WORK.

Course Goal 4.1

The student will identify basic methods of communication.

Suggested Performance Indicator 4.1.1

Given a classroom task the student will be able to complete the task using basic methods of communication.

Description of Activities

1. Did You Hear Me? (K-1)
A communication activity that involves following directions

2. Transfer of Thought (2-3)
An activity that involves the identification and role playing of various ways to communicate messages

P.I. No. 4.1.1

Title: DID YOU HEAR ME?

Activity 1

Suggested Instructional Goal:

Given an opportunity to complete a task sheet after receiving instructions, each student will be able to communicate those instructions to one other student.

Grade Level:

K-1

Skills:

Speaking, listening, describing, reading, symbol recognition, shapes and numbers

Time:

1 hour

Number of Students:

Total Class

Materials:

Worksheets, crayons

Procedures:

1. The teacher will introduce a task to one student.
   Example:
   On a picture of a traffic signal tell the student to color the "Stop" circle red, "Slow Down" circle yellow, and "Go" circle green. (See sample.)

2. Without further teacher help, the student describes the same task to one other student. Continue the process so that each student who has been instructed instructs one other student until all students have completed the task.

3. Continue the activity using other tasks. (See samples.)

4. Upon completetion of the task by the total group, share stop signs, discuss communication (listening, speaking, understanding, giving instructions, etc.).

NOTE TO THE TEACHER:

It is important to remember that the purpose of this activity is for the students to begin to learn how to communicate directions to another student about a specific task. The coloring portion is of secondary importance and is only the method that provided an opportunity for communication. Any task could be used.

Source: Loretta Ness, John Young, John Davies, Dan Grimes

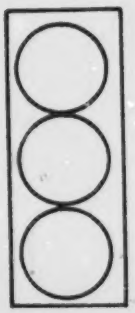
P. I. No. 4.1.1

Title: DID YOU HEAR ME?

Activity 1

Procedures Continued:

Suggested Tasks



STOP

SLOW DOWN

GO

Verbal Instructions (not to be on student sheet):

Color the "Stop" circle red, "Slow Down" circle yellow, and "Go" circle green.

---

1. RED
2. BLUE
3. GREEN
4. YELLOW
5. BLACK

Verbal Instructions (not to be on student sheets):

Color the Number 1 box red, Number 2 blue, Number 3 green, Number 4 yellow, Number 5 black.

G

B

O

Verbal Instructions (not to be on student sheets):

Draw a line from the letter "G" to the square and color it green.

Draw a line from the letter "B" to the circle and color it blue.

Draw a line from the letter "O" to the triangle and color it orange.

P.I. No. 4.1.1

Title: TRANSFER OF THOUGHT

Activity 2

Suggested Instructional Goal:

Given the opportunity to identify methods of communication, the students will be able to choose methods that are adaptable in given situations.

Grade Level:

2-3

Skills:

Communicating, writing, reading, listening, interpreting, analyzing, and identifying

Time:

45 min.-1 hour

Number of Students:

Total Class

Materials:

As requested by students

Procedures:

1. The total class will identify various methods of communicating and list them on a board or chart (i.e. speaking, reading, gestures, drawing, symbols, codes, etc.).

2. The teacher should have students form into groups of five.

3. The teacher will identify a message to be communicated.

4. Assign each group a situation in which to communicate the message. The teacher will have each group identify as many methods as possible to communicate the message within their given situation.

   Group A - Ways to get the message to someone in the room

   Group B - Ways to get the message to someone in another city

   Group C - Ways to communicate the message to someone who is blind

   Group D - Ways to communicate the message to someone who is deaf

   Group E - Ways to communicate the message to someone who is both deaf and blind

   Group F - Ways to communicate the message to someone who speaks another language (or from another planet)

5. Each group will demonstrate or role-play the various methods they developed for their situation. The class will then discuss.

Source: John Davies, Loretta Ness, John Young, Dan Grimes

Program Goal 4

STUDENTS WILL DEVELOP SKILLS IN DECISION-MAKING, COMMUNICATING, AND CREATING, AS RELATED TO THE WORLD OF WORK.

Course Goal 4.1

The student:

Will identify basic methods of communication.

Suggested Performance Indicator 4.1.2

Given an opportunity for discussion, the student will be able to recognize how communication skills influence individuals' work.

Description of Activities

1. Sending, Receiving, Interpretating (K-1)
   A communication activity involving receiving directions, completing an art project, and re-stating the directions

2. Worker Messages (2-3)
   An activity involving the observation of a school worker to identify methods of communications used in that job

P.I. No. 4.1.2

Title: SENDING, RECEIVING, INTERPRETING

Activity 1

Suggested Instructional Goal:

Given an opportunity to receive a verbal message on a cassette tape assigning a task, the student will be able to interpret the verbal message, complete the assigned task, and restate the message.

Grade Level:
K-1

Skills:
Listening, speaking, writing, signaling, observing, interpreting, extrapolating, inferring, drawing conclusions

Time:
15 minutes, ongoing over a period of time

Number of Students:
Individuals

Materials:
Cassette recorder, clay or other art materials as determined by the teacher

Procedures:

1. The teacher records directions for a task on a cassette recorder. Example: "Listen to this tape until you hear the words 'stop the tape.' (pause) You have earned 10 minutes of art time. (Three second pause) Choose one color of clay from the three that are on the art table. Construct a farm animal. When you complete your animal, show it to me. Stop the tape."

2. When the student brings a completed animal to the teacher, ask the student to re-state the message that was on the tape.

3. Additional tapes should be developed by the teacher that are progressively more difficult.

NOTE TO TEACHERS: This activity makes use of the following communication model:

Sending	Receiving	Interpreting	Re-Stating
Speaking	Listening	Extrapolating	Speaking
Writing	Reading	Inferring	Writing
Signaling	Observing	Drawing Conclusions	Signaling

In the above procedures (1,2,3), the teacher sends a message, the student receives the message and must interpret it and then act upon it. Finally, the student must re-state the message. Re-stating the message allows the teacher and student to check if understanding of the original message occurred.

4. The teacher may wish to have students identify occupations in which these skills are used.

Source: John Young, John Davies, Loretta Ness

P.I. No. 4.1.2

Title: WORKER MESSAGES

Activity 2

Suggested Instructional Goal:

Given an opportunity to observe school workers, the student will be able to identify and report how the school worker sends, receives, interprets, and re-states a message.

Grade Level:

2-3

Skills:

Speaking, writing, signaling, listening, reading, observing, extrapolating, inferring, drawing conclusions

Time:

Year long, ongoing activity

Number of Students:

Total class in small groups

Materials:

Data sheets

Procedures:

1. The teacher will arrange for small groups to observe school workers. The purpose of the observation is for students to identify ways a worker sends, receives, interprets and re-states messages.

2. The teacher will assign a specific worker for each group to observe. The group will follow the progression outlined on the Sample Data Sheet.

3. Upon completing the assigned observations on the Data Sheet, the students will discuss the following questions:

   "How does a person know what they said is what another person heard?"

   "How does a person know that what they heard is what the other person said?"

4. The students may complete the same observations with community workers.

Source: Loretta Ness, John Davies, John Young

P. I. No. 4.1.2

Title: WORKER MESSAGES

Activity 2

Procedures Continued:

Sample
DATA SHEET

Phase 1: Students are to observe school worker and record how messages are *sent and received.* The important part of this activity is for the student to begin to identify the ways that we communicate.

Phase 1

School Worker	Messages Sent	Messages Received
Cook	Spoken Written Order Form Telephone Signaled with hands	
Librarian		Intercom Written Note Spoken from a student Phone
Secretary Bus Driver Custodian		

Phase 2: Students are to observe how messages are interpreted and re-sent. The important segment of this activity is that students identify how messages are interpreted and re-sent.

Phase 2

	Messages Interpreted	Message Re-sent
Cook	Ordered Meat	
Librarian		Wrote note to teacher for student to take back.

Phase 3: Students are to observe one worker and record a complete cycle of events in communication. The important segment of the activity is that students will begin to recognize that communication is continual based on the given model.

Phase 3

	Sent	Received	Interpreted	Re-Sent
Cook	Intercom: I need Room 23's lunch count.	Secretary heard message on intercom.	The cook needs Room 23's lunch count. Room 23's lunch count is... Message was received and interpreted accurately.	Intercom: Room 23, we need your lunch count.

Continue all school jobs.
NOTE: This activity is successful when implemented in groups of two-three students.

Program Goal 4. STUDENTS WILL DEVELOP SKILLS IN DECISION-MAKING, COMMUNICATING, AND CREATING, AS RELATED TO THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student:	4.2.1 Given an opportunity to participate in a class activity , will be able to identify responsible behaviors.
4.2 Will identify skills used in interpersonal relationships.	4.2.2 Given an opportunity to observe a worker - to identify behavior traits that influence interpersonal relations.

Program Goal 4

STUDENTS WILL DEVELOP SKILLS IN DECISION-MAKING, COMMUNICATING, AND CREATING, AS RELATED TO THE WORLD OF WORK.

Course Goal 4.2

The student will identify skills used in interpersonal relationships.

Suggested Performance Indicator 4.2.1

Given an opportunity to participate in a class activity, the student will be able to identify responsible behaviors.

Description of Activities

1. Kid Power (K-3)
   An on-going activity involving the responsibilities of planning and carrying out a total class activity

2. Is There an Alternative? (2-3)
   An activity involving the role playing and identifying of various behaviors

P.I. No. 4.2.1

Title: KID POWER

Activity 1

Suggested Instructional Goal:

Given the opportunity to plan and participate in a monthly student experience, the student will be able to identify and record helpful behaviors.

Grade Level:

K-3

Skills:

Planning, communicating, negotiating, decision making, experimenting

Time:

3-4 hours each month

Number of Students:

Small group and total class

Materials:

Varies

Procedures:

1. Each month two or three students and the teacher will plan a total class activity. (See sample chart for suggested activities.)

2. Students involved will identify the role of "planner" and total class responsibilities. Helpful behaviors necessary for successful completion of the activity should be discussed.

3. Following each activity the class will discuss observed responsibilities and behaviors of planners and total class.

4. Activities, responsibilites and helpful behaviors will be put on a timeline chart. (See sample.) This will be an ongoing, year-long display.

NOTE: It is important that all students be involved as planners and that all students' plans are followed as closely as possible by the teacher so that students may learn how their behavior affects acceptance of responsibility.

Source: Loretta Ness, John Davies, John Young

P. I. No. 4.2.1

Title: KID POWER

Activity 1

Procedures Continued:

Experience Chart

Comment: This chart would be a timeline of the school year events. The chart should be continual and placed around the room starting with the first day of school.

		Planners	Group
September	Class Picnic	Enough food Games	Getting along Cleaning up
October	Hallowe'en Party	Provided for class ideas Planned ahead Asked rather than told others	Cooperated Were not rowdy Helped others
November	Thanksgiving Play		
December	Christmas Cards		
January	Field Trip		
February	A Bulletin Board Display		
March	Spring Play		
April	Parents Night		
May	Planting a Garden		
June	Play Day		

These are student observed responsibilities, that are recorded after the event has occurred. Students should identify constructive comments or helpful behaviors.

NOTE: A photo picture collage of each event would be beneficial for recapping the school year with students. The display would remain observable for the whole year.

P.I. No. 4.2.1

Title: IS THERE AN ALTERNATIVE?

Activity 2

Suggested Instructional Goal:

Having observed students role playing situations depicting behaviors, students will be able to participate in a class discussion identifying the behaviors depicted and alternative behaviors.

Grade Level:

2-3

Skills:

Listening, acting, responding

Time:

30-45 minutes per day for 1-2 weeks

Number of Students:

Total Class

Materials:

Various role play situations

Procedures:

1. The teacher will read a role playing situation to total class (see sample).
2. The teacher will ask for two to three student volunteers to role play the situation.
3. The class will identify the observed behaviors.
4. The class will identify alternative behaviors.
5. Two to three other students should be allowed to role play alternative behaviors.
6. The teacher should continue with situations that recently occurred in the school.

NOTE: All students should have an opportunity to role play but ONLY if they choose to do so. The teacher may wish to video-tape the role playing, enabling the student to critique their depicted behaviors. The tapes could be used in other classrooms as a discussion starter.

Source: Loretta Ness, John Young, and John Davies

P. I. No. 4.2.1

Title: IS THERE AN ALTERNATIVE?

Activity 2

Procedures Continued:

Situations

1. A student has a ball on the playground. Another student wants the ball and comes up and aggressively takes the ball from the student who has the ball. The student who has lost the ball reacts. The other student responds.

2. You are standing in line for lunch and the person next to you pokes you. The first time you ignore the poking. The person pokes you again; and this time you say, "Stop it." The poking continues and you take action.

3. Your brother grabs his comic book from your hands and says, "That's mine." You take action.

4. A friend is an hour late for playing at your house. The friend comes in and says, "Hi, I can play now," and you say, "(?)"

5. The person sitting next to you has your pencil and you want it back. So you take action to get the pencil back.

Program Goal 4

STUDENTS WILL DEVELOP SKILLS IN DECISION-MAKING, COMMUNICATING, AND CREATING, AS RELATED TO THE WORLD OF WORK.

Course Goal 4.2

The student will:

Identify skills used in interpersonal relationships.

Suggested Performance Indicator 4.2.2

Given an opportunity to observe a worker, the student will be able to identify behavior traits that influence interpersonal relations.

Description of Activities

1. Paper plate traits (K-1)
   An activity involving illustrating and role playing identified behavior traits.

2. People Traits Field Trip (1-3)
   An activity involving a field trip to a job site to observe worker behavior traits. The behavior traits observed are role played in the classroom.

P.I. No. 4.2.2

Title: PAPER PLATE TRAITS

Activity 1

Suggested Instructional Goal:

Given an opportunity to discuss behavior traits and to observe school workers, the student will be able to illustrate and role play a worker behavior trait.

Grade Level:

K-1

Skills:

Drawing, observing, comparing, identifying, contrasting, communicating, role playing

Time:

4-5 hours

Number of Students:

Total Class

Materials:

100 paper plates
tongue depressors or sticks
glue
crayons

Procedures:

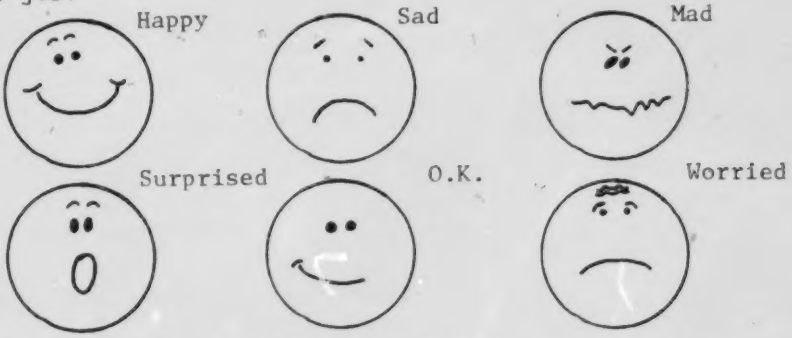
1. The class will identify and discuss behaviors that "help you get along better with others."

2. The students will draw, on paper plates, pictures of behaviors that help them to get along with others and pictures of behaviors that do not help them to get along with others. Paper plate pictures can be attached to sticks to be used as puppets. See examples at bottom of page.

3. The students will observe school workers looking for behavior traits depicted on the paper plates.

4. After observing, each student will be given an opportunity to display their paper plate trait and role play school worker situations where that trait might be found.

5. Each student returns to a school worker of their choice and has that worker draw paper plate faces of behavior traits that helps that worker in their job.



K-3-17

Source: John Young, Loretta Ness, John Davies

P. I. No. 4.2.2

Title: PEOPLE TRAITS FIELD TRIP

Activity 2

Suggested Instructional Goal:

Given the opportunity to make an on-site observation, the student will be able to participate in a classroom activity identifying and role playing behavior traits used in job roles.

Grade Level:
1-3

Skills:
Observing, classifying, writing, listening, reading, application of knowledge, interpreting, communicating

Time:
5 hours

Number of Students:
Total Class

Materials:
3 x 5 cards, tag board, props for simulated job sites. paper, yarn

Procedures:

Before

1. The teacher will arrange for an on-site observation of workers and customers (bank, restaurant, grocery store, department store, etc.).
2. The students will identify, through class discussion, the job roles of occupations to be observed. The teacher will record job roles on an experience chart (see sample).
3. The students will identify traits of people. The teacher will record these traits on experience charts (see sample).
4. The students will match possible traits to specific identified job roles.

During

5. The students will visit an observation site and observe job roles and traits identified in class. (The teacher may want to have individual students or small groups look only for specific job roles and traits.)

After

6. Following the observation, the students will share actual job roles and traits observed. The teacher will complete the experience chart (see sample).
7. The teacher and students will develop a simulated grocery store (or restaurand, etc.) in the classroom providing all job roles observed.
8. The teacher will prepare 3 x 5 cards, each card showing one trait from the experience chart (see sample).
9. The teacher will prepare larger cards identifying job roles, to be worn by students (see sample).

K-3-18

P. I. No. 4.2.2

Title: PEOPLE TRAITS FIELD TRIP

Activity 2

Procedures Continued:

10. Each student chooses a job role to demonstrate. Each student takes a trait card and role plays the job and trait, perhaps with one or two other students acting as a customer.

11. Remainder of the class identifies and discusses the trait being role played.

12. This activity can be continued using different job sites.

Source: John Davies, Loretta Ness, John Young

P. I. No. 4.2.2

Title: PEOPLE TRAITS FIELD TRIP

Activity 2

Procedures Continued:

Sample of Experience Charts

Comment: The experience charts should be large enough to provide a comparison of before and after the field trip observations.

Job Roles

Possible Observation	Actual Observation
Grocery Store	Grocery Store
Checker	Fill in this column after returning from field trip.
Manager	
Stock Clerk	
Bookkeeper	
Produce Manager	
Butcher	

People Traits

Possible Observation	Actual Observation
Grocery Store	Grocery Store
Kind	
Talkative	
Loud	
Quiet	
Gentle	
Harsh	
Firm	

Traits Matched to Job Roles

Possible Observation	Actual Observation
Grocery Store	Grocery Store
Quiet - Bookkeeper	
Firm - Butcher	
Talkative - Checker	

Program Goal 4. STUDENTS WILL DEVELOP SKILLS IN DECISION-MAKING, COMMUNICATING, AND CREATING, AS RELATED TO THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student: 4.3 Will identify examples of decision-making in the career development process.	The Student: 4.3.1 Given an opportunity to observe, will be able to identify decisions made by individual students, groups of students and others. 4.3.2 Given an opportunity to participate in activities will solve problems using group decision making strategies.

Program Goal 4

STUDENTS WILL DEVELOP SKILLS IN DECISION-MAKING, COMMUNICATING, AND CREATING, AS RELATED TO THE WORLD OF WORK.

Course Goal 4.3

The student will identify examples of decision-making in the career development process.

Suggested Performance Indicator 4.3.1

Given an opportunity to observe, the student will be able to identify decisions made by individual students, groups of students, and others.

Description of Activities

1. Observing Decisions (K-3)
   An activity involving the observation and identification of decisions made by individuals and others

2. D.M. (2-3)
   An activity in which students identify decisions, alternatives and possible outcomes of decisions

P.I. No. 4.3.1

Title: OBSERVING DECISIONS

Activity 1

Suggested Instructional Goal:

Given the opportunity to observe and participate in a discussion, the student will be able to list at least three decisions made by individuals, the teacher, the class, others.

Grade Level:

K-3

Skills:

Observing, discussion

Time:

Year long ongoing

Number of Students:

Total Class

Materials:

None

Procedures:

1. At the start of the day, the teacher tells students to look for a decision that another student made during the day.
2. At the end of the day, have students identify a decision that they observed another student make. Based upon student imput, discuss what determines a decision.
3. Repeat the above for five days.
4. Repeat procedures 1 and 2 for five days having students observe decisions that the teacher makes.
5. Repeat procedures 1 and 2 for five days having students observe decisions that the total class makes.
6. Repeat procedures 1 and 2 for five days having students observe decisions that others outside the classroom make.
7. Toward the end of the year, the teacher may want to repeat this activity observing the effects of decisions made by individuals, the teacher, the total group and others.

NOTE: The purpose of this activity is to observe decisions, NOT to place a value on them such as "right" or "wrong".

Source: Loretta Ness, John Young, and John Davies

P.I. No. 4.3.1

Title: D.M.

Activity 2

Suggested Instructional Goal:

Given the opportunity to make observations, the student will be able to identify decisions, alternatives and possible outcomes of decisions.

Grade Level:

2-3

Skills:

Timing, counting, observing, deciding, discussing

Time:

Varies, on-going

Number of Students:

Individual and Total Class

Materials:

Stopwatch

Procedures:

1. During a week, the teacher will give each student an opportunity to observe and tally the number of decisions made by one other student in a one-three minute time period. The teacher will provide the student with a timing device.

2. At the end of the observation, the student will bring their tally to the teacher and discuss on a one-to-one basis. The teacher maintains a record of the number of decisions made and time lengths. Example: 3 minutes-15 decisions.

3. At the end of the week, class discusses the number and types of decisions made. The class may compute the average number of decisions made per minute, make graphs and charts, etc.

4. Repeat the process observing groups of students, the total class, the teacher, school workers, community workers.

5. Repeat the process identifying outcomes or effects of decisions observed and possible alternative decisions.

NOTE: The purpose of this activity is to observe decisions, NOT to place a value on them such as "right" or "wrong".

Points to Keep in Mind for Discussion: Read this very carefully. It is very important to the activity.

People continually make decisions. We are in control of the decisions. We cannot control the outcomes of decisions. There are alternatives to any decision. Decisions require some sort of action (even deciding not to do something requires an action). Others make decisions that affect us, but we may choose to comply or not comply with those decisions.

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Source: Loretta Ness, John Davies and John Young

Program Goal 4

STUDENTS WILL DEVELOP SKILLS IN DECISION-MAKING, COMMUNICATING, AND CREATING, AS RELATED TO THE WORLD OF WORK.

Course Goal 4.3

The student will:

Identify examples of decision-making in the career development process.

Suggested Performance Indicator 4.3.2

Given an opportunity to participate in activities, the student will solve problems using group decision-making strategies.

Description of Activities

1. Building Blocks (K-3)
   A block building activity that involves individual, small group and large group activities

2. Allocation of Resources (2-3)
   A decision making activity involving reaching consensus on the use of P.E. and other school equipment

P. I. No. 4.3.2

Title: BUILDING BLOCKS

Activity 1

Suggested Instructional Goal:

Given the opportunity to participate in a block building activity, students will be able to make individual, small and large group decisions.

Grade Level:
K-3

Skills:
Deciding, communicating, constructing, problem-solving

Time:
2 hours

Number of Students:
Total Class

Materials:
5 wooden blocks/ student
300 lbs. of patience

Procedures:

1. The teacher should read the attached paper on learning styles.
2. The teacher should interact freely with the students while they are constructing.
3. Phase One: Each student selects five blocks and constructs an object.
4. Upon completion of individual projects, pairs of students should be organized to develop a joint project.
5. At the end of this phase, the teacher should discuss with students their interactions while building a joint project. Emphasize cooperativeness, consensus, how decisions were made, etc.
6. Phase Two: Allow students to determine the groups of five that they are going to work in. Each student should take five blocks with them to their group of five. The groups should build an object and share their construction with other groups.
7. Continue class discussions on how each group worked together and try to identify with the students the many ways decisions are made.
8. Phase Three: Each child selects five blocks and the whole class meets in the middle of the room to construct a class object. During this phase of the activity, the teacher should interact by asking questions of the group or individuals allowing students to come up with resolutions to their conflicts.
9. Conduct a classroom discussion that allows students to express their frustrations, successes, failures, concerns, etc.

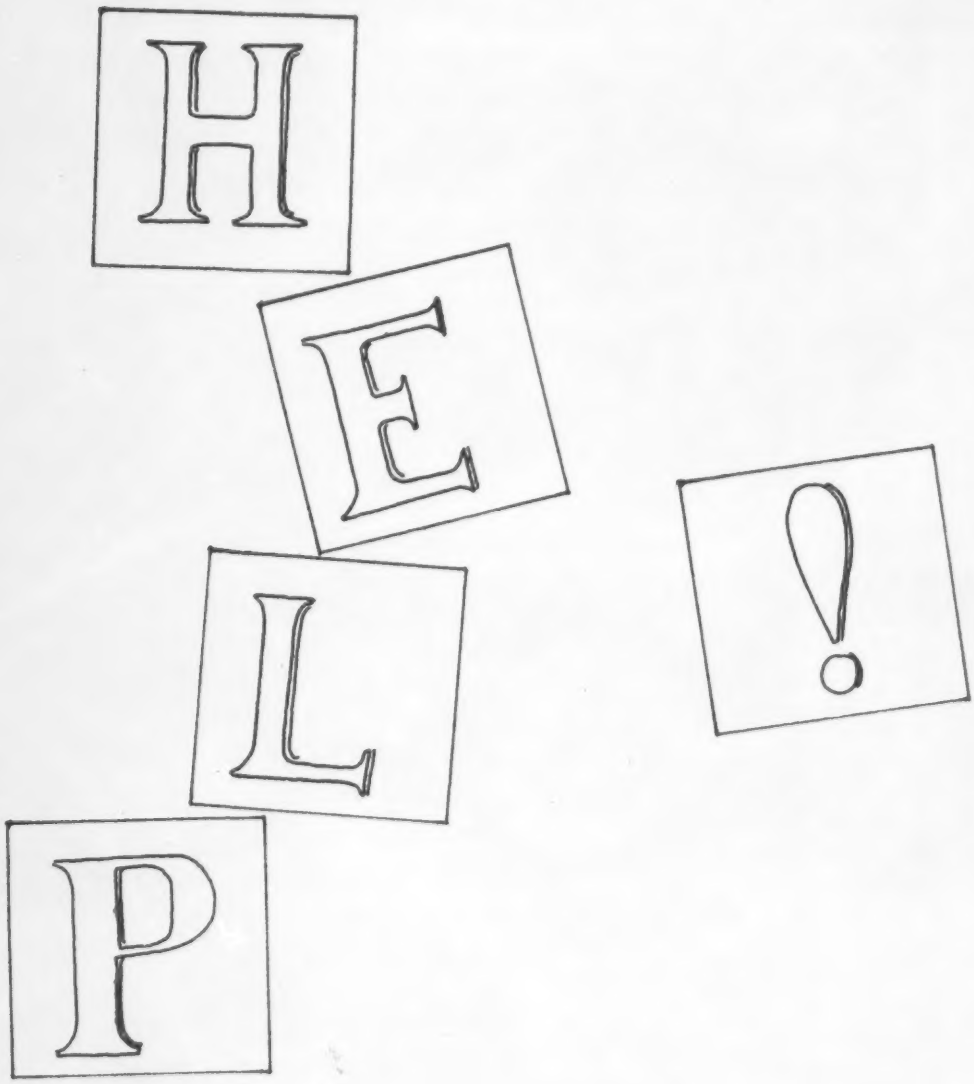
P. I. No. 4.3.2

Title: BUILDING BLOCKS

Activity 1

Procedures Continued:

10. Repeat Phase Three focusing on a different classroom activity. Example: Plan a party, a P.E. lesson, a field trip, etc.



P. I. No. 4.3.2

Title: BUILDING BLOCKS

Activity 1

Procedures Continued:

Learning Styles

There are at least four identifiable stages a child goes through when developing patterns of behavior as it relates to social behavior. The same stages can be observed in career development and occupational choice. Employment in a job may require any or all of the identified stages.

Solitary Play

The child has no need to play with others and most contact with his peer group is negotiated by an adult.

Parallel Play

The child is content to play with his objects while close to another child who has his own objects. Usually at this stage, imitation or copying occurs.

Associative Play

Two or more children come into contact as it relates to their toys or objects. This usually involves the taking of the other child's objects. This behavior is normal prior to the development of cooperative play.

Associative play could appear to be cooperative play if children decide to use a similar object together; the key is the withdrawal to their own objects.

Cooperative Play

Children share ideas, toys, objects and feelings in an attempt to complete a common task. The most important part of learning this skill is that there will be disagreements. (Amen!) How you, the teacher, interact with the children will determine their ability to handle future cooperative disagreements.

Blockbuilding as a directed activity by the teacher will not develop children's patterns of behavior. "Directed" means, to me, that the teacher controls the behavior of children by telling the children that they must play with the blocks. The children are also expected to achieve certain teacher-identified outcomes.

A teacher who utilizes nondirective behavior with a child will allow children to develop positive behavior patterns. The teacher proceeds from the child's experience and knowledge level as exhibited by the design of blocks. For example, if a child designs a tower, the process of development is more important than the tower. The teacher becomes the learner and the child becomes the teacher. One responsibility of the teacher is to get the child to talk about the object developed. This is accomplished by asking questions of clarification, not making statements of fact.

P. I. No. 4.3.2

Title: BUILDING BLOCKS

Activity 1

Procedures Continued:

Example:

Fact: "You have made a tower."

Question: "What have you made?" "How does it work?"

Before going further, it should be pointed out that blockbuilding is not just for the primary grades. The concepts identified previously are accurate for all levels of development for cooperative and creative thinking.

Learning patterns in children differ. To teach a method or content negates the learning patterns of all children. To explore a concept from the child's viewpoint creates and maintains a positive learning environment.

Blockbuilding can provide children the opportunity for:

- -utilization of their own learning style
- -application of job skills
- -realization of self and others
- -participation on the purposeful use of time

The creative use of block building provides a teacher the opportunity to:

- -identify individual student's learning style
- -develop, with children, job related skills
- -construct experiences that allow students to participate in the purposeful use of time
- -translate social interaction into career guidance activities
- -present the initial stages of career development

Taken from: Blockbuilding
Esther B. Starks
Elementary - Kindergarten - Nursery Education, N.E.A. Center
1201 Sixteenth Street NW, Washington, D.C. 20036

Developed by: John Davies, Principal, Laurel Elementary Junction City

P.I. No. 4.3.2

Title: ALLOCATION OF RESOURCES

Activity 2

Suggested Instructional Goal:

Given an opportunity to participate in a group activity determining the use of class P.E. equipment (or some other resource), the students will be able to reach consensus on the use of that equipment.

Grade Level:

2-3

Skills:

Deciding, problem-solving, discussion, consensus

Time:

60 minutes

Number of Students:

Total Class

Materials:

P.E. equipment, other resources as determined

Procedures:

1. The teacher will display all P.E. or playground equipment available to students.

2. Students form into groups of five and each group determines what the total class will do with the equipment for a week; e.g. Group I in charge of ball, Group II in charge of bats, etc.

3. Each group will present their plan to the group. The total group will then determine which plan best fits the class needs by reaching consensus (not voting). This may involve listing needs of the class, rank ordering the needs, matching the needs to the suggestions, etc.

4. Following consensus, the total class will utilize the equipment for a week based on the agreed plan.

5. At the end of the week, the class will discuss the effectiveness of the plan. Students may choose to modify, throw out, or keep the plan.

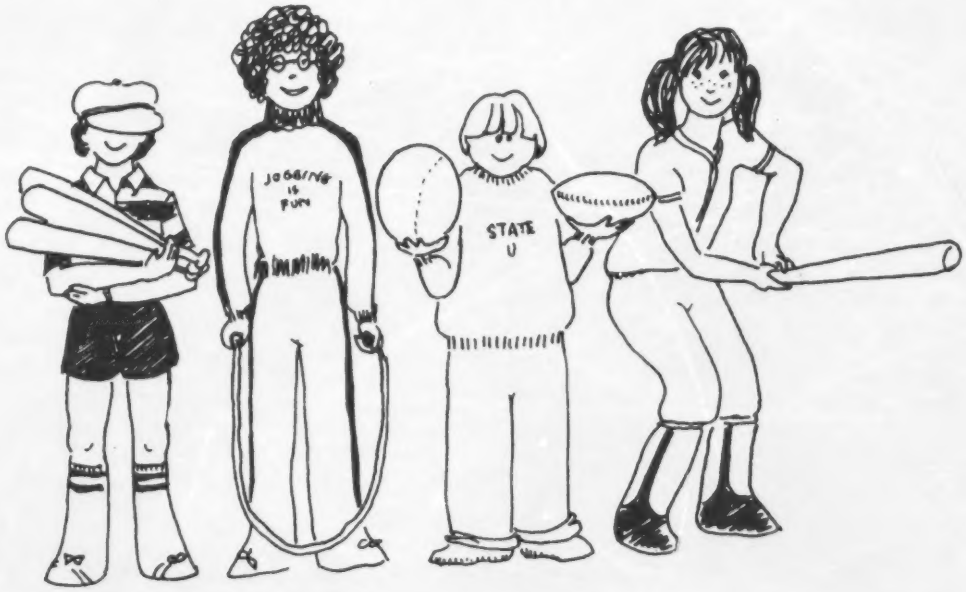
6. Repeat the same process using various situations. Examples:

   A. Each student must complete three math problems on the chalkboard. Only 10 minutes are available for the total class to do this. There are only two pieces of chalk available for the total class.

   B. Group I has control of all pencils in the room, Group II has control of all paper, Group III has control of the drinking fountain, Group IV has control of all scissors, Group V in charge of all glue, Group VI in charge of all paint, etc. Students devise a plan for sharing the equipment in order to complete an art project.

Procedures Continued:

7. Simulated or real situations can be developed dealing with family, school, working, and playing situations.



Source: John Young, John Davies, and Loretta Ness

Program Goal 4. STUDENTS WILL DEVELOP SKILLS IN DECISION-MAKING, COMMUNICATING, AND CREATING, AS RELATED TO THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
4.4 Will develop an awareness of creativity in many occupations.	4.4.1 Given an opportunity to analyze a task, will be able to identify different ways the task can be completed.
	4.4.2 Given an opportunity to observe workers, will be able to identify opportunities for creativity within occupations.

Program Goal 4

STUDENTS WILL DEVELOP SKILLS IN DECISION-MAKING, COMMUNICATING, AND CREATING, AS RELATED TO THE WORLD OF WORK.

Course Goal 4.4

The student will develop an awareness of creativity in many occupations.

Suggested Performance Indicator 4.4.1

Given an opportunity to analyze a task, the student will be able to identify different ways the task can be completed.

Description of Activity

1. Pens (2-3)
   An activity in which students participate in the assembling of ball point pens and identify various methods that can be used to complete the task

2. Building Your Own Thing (K-3)
   An activity involving the building of small houses and comparing methods of construction

P.I. No. 4.4.1

Title: PENS

Activity 1

Suggested Instructional Goal:

Given the task of assembling parts of ball-point pens, the student will be able to participate in small group discussion, identifying methods to complete the task.

Grade Level:

2-3

Skills:

Eye-hand coordination, sequencing, discussing, group problem-solving

Time:

60 minutes

Number of Students:

Total Class

Materials:

1 ballpoint pen/student
small boxes

Procedures:

1. The teacher will provide one ball-point pen per student. The pens should be of the same size so all parts are interchangeable.
2. Pens should be disassembled placing all the tops in one box, springs in one box, etc.
3. The students will form into groups of five. Each group will identify one method of assembling pens, such as the assembly line. See sample of Live Assembly Resource Kit.
4. Groups should share and discuss plans.
5. The students then assemble pens using various plans. A discussion of advantages and disadvantages of each method should take place.

Source: Loretta Ness, John Young, and John Davies

Adapted from an activity by Beverly Minton, Milan, Michigan

Procedures Continued:

LINE ASSEMBLY RESOURCE KIT

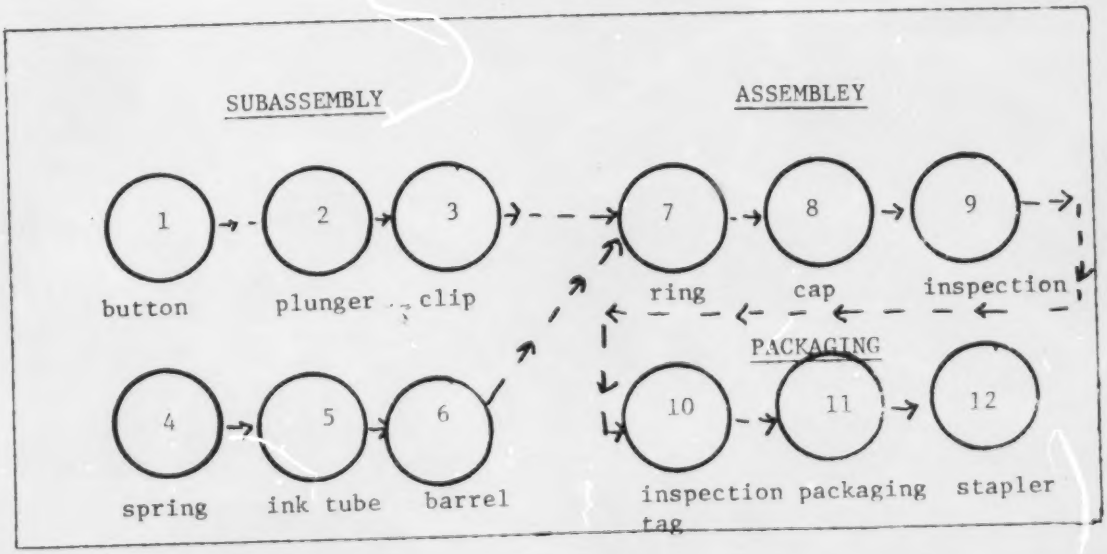
In many instances, it is an advantage to have a short classroom activity to either start a unit of work or to demonstrate a concept during a unit. The following discussion deals with a resource kit which was developed to demonstrate elementary concepts related to line assembly.

The kit contains:

1. Inexpensive ball-point pens
2. Packaging material (plastic sandwich bags)
3. Staplers
4. Process titles (subassembly, assembly, inspection, packaging)
5. Inspection tags
6. Inspection stamps
7. Paper plates

The activity consists of dividing the class into two teams and running a competitive line assembly of the disassembled pens. The assembly flows through subassembly, assembly, inspection, and packaging. The first team to complete the entire assembly is the winner.

Each student on subassembly and assembly has a work station with the process title and paper plate containing the part to be assembled. As the pen completes assembly, it is inspected for mechanical operation and correct color of parts; then, it moves to the inspection station where a tag is stamped. The tag and pen are then placed in the plastic bag and stapled.



Procedures Continued:

The kit can be used in any number of ways to fit individual classroom needs. The following illustrates one example of how it can be used. After a short discussion of how a product is made, the kit is used to enhance learning through activity. Immediately following the activity, a second discussion of how a product is made, the kit is used to enhance learning through activity. Immediately following the activity, a second discussion is held to evaluate what has been learned about line assembly. Some of the childrens' observations usually include such items as: (1) the importance of any job, no matter how large or small, (2) the necessity of cooperating with fellow workers, and (3) realization of the importance of inspection. Depending upon the situation, numerous items dealing with the whole area of career education can be discussed.

Although there probably are many advantages, the following six which are listed indicate the versatility of the kit.

1. It is motivating because of the competitiveness.
2. It is inexpensive.
3. Most of the kit is nonconsumable.
4. It requires no special facilities.
5. It is short, allowing it to be utilized in many different ways.
6. It can be applied to any student level.

P. I. No. 4.4.2

Title: BUILDING YOUR OWN THING

Activity 2

Suggested Instructional Goal:

Having constructed individual houses, each student will compare methods of construction.

Grade Level:

K-3

Skills:

Cutting, constructing, creativity, deciding, measuring

Time:

60 minutes

Number of Students:

Total Class

Materials:

Cardboard, scissors, glue, ruler, pencil

Procedures:

1. Provide each student with a piece of cardboard or tagboard 16" x 22". (The size and type of materials are not important.) It is important that all students have the same amount of materials in the beginning.

2. Tell each student they must construct a house that has three windows and one door. The actual product can be anything as long as each student has completed the given task.

3. Upon completion of the task, students will share their experience of constructing the houses.

4. The class will discuss the variety of ways used to complete the task. Note that all students were given the same materials and task but each chose a different method to complete the task. Discuss creativity; discuss how creativity relates to jobs and working.

5. Continue class discussion on different workers who are involved in construction of a building and the creativity the workers could express.

6. The teacher may wish to repeat the activity having each student use a variety of materials, limiting the students to a selection of four items.

Source: John Young, John Davies, and Loretta Ness

Program Goal 4

STUDENTS WILL DEVELOP SKILLS IN DECISION-MAKING, COMMUNICATING, AND CREATING, AS RELATED TO THE WORLD OF WORK.

Course Goal 4.4

The student will:

Develop an awareness of the use of creativity in many occupations.

Suggested Performance Indicator 4.4.2

Given an opportunity to observe workers, the student will be able to identify opportunities for creativity within occupations.

Description of Activities

1. Creative Occupations (2-3)
   An activity involving the interviewing of resource persons to determine opportunities for creativity in the person's occupation

2. Creativity: To Be or Not To Be (2-3)
   An activity in which students observe a worker at a job site to identify the amount of creativity involved in the job observed

P. I. No. 4.4.2

Title: CREATIVE OCCUPATIONS

Activity 1

Suggested Instructional Goal:

Given an opportunity to discuss creativity and occupations, the students will interview two-three resource speakers concerning opportunities for creativity in their occupation.

Grade Level:

2-3

Skills:

Discussing, interviewing

Time:

1-3 hours

Number of Students:

Total Class

Materials:

Resource speakers

Procedures:

1. The class should discuss creativity in terms of having a chance to do something your own way, using your own ideas. (It is strongly urged that students have completed "Building Blocks" activity, P.I. 4.3.2, Activity 1, before doing this activity.)

2. The class will identify several occupations in which people would have a chance to do something their own way and using their own ideas. The teacher should list the occupations provided by the students.

3. The students will choose two-three occupations from the list for the purpose of inviting speakers to the class.

4. The teacher will arrange for resource speakers from chosen occupations.

5. Students will interview resource speakers about their job and opportunities for creativity.

Source: John Young, John Davies, and Loretta Ness

K-3-39

P. I. No. 4.4.2

Title: TO BE OR NOT TO BE

Activity 2

Suggested Instructional Goal:

Having observed workers on a job site, the students will be able to identify occupations allowing creativity, limited creativity, and allowing no creativity.

Grade Level:

2-3

Skills:

Observing, identifying, discussing

Time:

5 hours

Number of Students:

Total Class

Materials:

None

Procedures:

1. The teacher will select three field trips; one from each category:
   a. Occupation that allows for no creativity (assembly line, etc.)
   b. Occupation that allows for limited creativity (business office, food services, etc.)
   c. Occupation that allows for much creativity (artist, writer, advertising, etc.)
2. The class will participate in three field trips.
3. The class will discuss observations from field trips with emphasis on opportunities for creativity.
4. Students should discover that certain occupations require creativity while other occupations cannot allow for creativity. The reasons for a lack of creativity and required creativity should be discussed; i.e., What would happen if a wing rivetor decided to be creative on the assembly line? What would books be like if all writers had to write the same way? The same story?

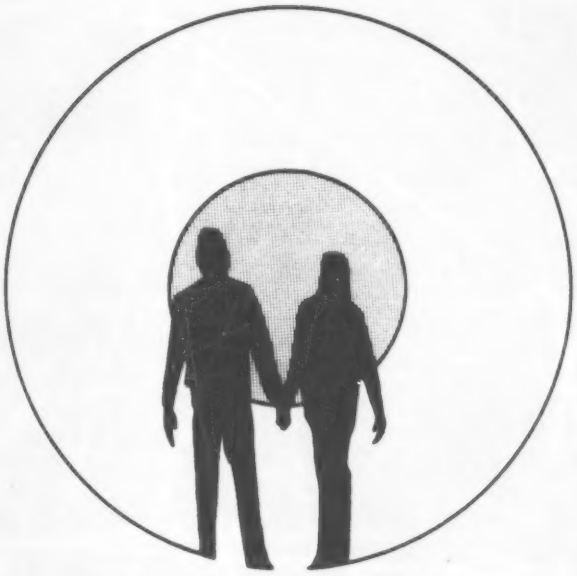
NOTE: Field trips could be walking trips to the immediate community, bus trips to a downtown area or within the building. Students may wish to use cameras to record their observations.

Source: Loretta Ness, John Davies, and John Young

IMPLEMENTATION HANDBOOK

CAREER AWARENESS CURRICULUM KIT

GRADES K-3



SPECIALIZATION
PREPARATION
EXPLORATION
AWARENESS

IT'S THE PUPIL OF THE EYE THROUGH WHICH WE SEE

CAREER AWARENESS CURRICULUM

KIT

IMPLEMENTATION HANDBOOK

(GRADES K-3)

Daniel B. Grimes.....Project Director/Writer

John Young.....Coordinator/Writer

Loretta Ness.....Project Writer

Louis Cava.....Project Writer

John Davies.....Project Writer

Nancy Combs.....Project Writer

Inge Infante.....Artist

Steve Sandstrom.....Artist

Christy Bailey.....Artist

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CAREER EDUCATION IN OREGON

FOREWARD

CAREER EDUCATION THE OREGON WAY

--is for all students.

--enriches the total curriculum.

--helps students identify the relationship between in- and out-of-school experiences.

--helps students develop the competencies needed to function in the producer life role.

--happens most effectively if basic career concepts are used throughout the entire school curriculum.

--is the result of school and community cooperation in providing learning experiences for students.

--is based on student needs.

--provides students with identified skills that will enable them to function in their life roles.

Career education is an integral part of the total educational program. Career education focuses on the producer role and supports other life roles. This is done by providing career awareness, exploration, preparation, specialization and programs for students.

CAREER AWARENESS is learning about careers and the changing world of work. Students begin to recognize the relationship of the producer life role to the life roles of family, citizen, individual, learner, and consumer. Through exposure to career awareness activities, students will:

Identify and develop attitudes about the world of work.

Acquire knowledge about the world of work.

Identify their individuality and continue to develop a relationship with occupational roles.

Develop skills in decision-making, communicating, and creating, as related to the world of work.

Develop physical and mental skills related to occupational roles.

OVERVIEW

Many school districts throughout the state of Oregon have expressed the need for goal-based Career Awareness materials that can be incorporated into the teachers' present instructional program. The K-3 Career Awareness Curriculum Kit is designed to meet that need.

The kit is based on five program goals. Each goal can be mastered by the use of course goals, performance indicators, instructional goals, and classroom activities.

The curriculum materials were developed by a team of six writers from throughout the state during the summer of 1976.

Field testing of the materials was begun in October, 1976 and concluded June 1, 1977.

The materials contained in each notebook are designed to be used by classroom teachers in grades K-3. The activities are adaptable to suit most classes and meet the needs of individual students. Suggested grade levels, size or grouping, subjects, times, etc., are listed on each activity as an aid to planning. The activities can serve as a catalyst for teachers to expand and develop their own activities and ideas.

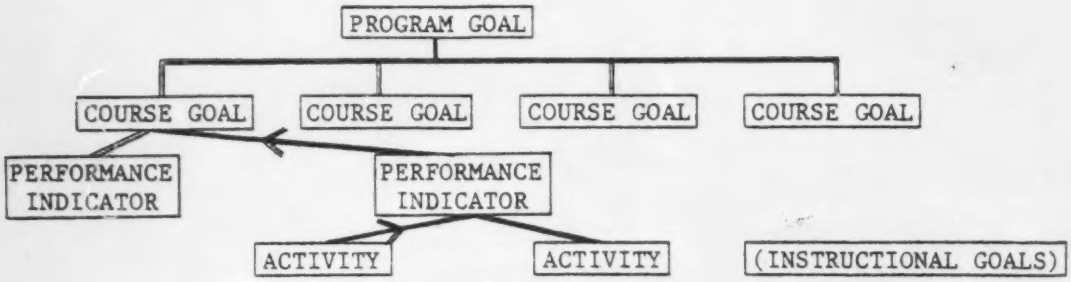
Many activities contain handouts that can be duplicated for student use. These, too, can be altered or expanded to meet particular needs.

The suggested activities provide an opportunity for students to be actively involved in communicating, decision-making, or manipulating and using a variety of materials with others.

Even though these activities are designed to be used by teachers with a minimum of outside assistance, it is strongly recommended that all teachers be in-serviced prior to using the materials. In-service can be arranged by contacting Dan Grimes, Career Awareness Specialist, Oregon Department of Education, 942 Lancaster Drive N.E., Salem, Oregon 97310; phone 378-3597.

UNDERSTANDING A GOAL-BASED CURRICULUM

The following diagram will help to explain the organization of a goal-based curriculum.



-One activity meets one course goal.

-One activity from each course goal would meet a program goal.

PROGRAM GOALS are curricular goals which are generally considered to be similar to the overall objectives for a curriculum area. The goals are the minimum expectations for a curriculum area.

COURSE GOALS are goals established within a curricular area to cover a specific subject matter. The Career Education course goals can be considered to be the basic competencies or outcomes required for Career development.

THE PERFORMANCE INDICATORS are measurable and are to be met by the student in the completion of a given activity. The performance indicator is written to indicate to the teacher the expected level of outcome from the materials presented in the classroom situation. The Instructional Goal is the actual activity in which the student participates in order to accomplish the expected level indicated by the performance indicator

or the teacher.

The entire system is a hierarchy by which a teacher can identify and implement classroom activities. The instructional goals are written so that one can assess the effectiveness of the activities and the knowledge gained by students.

A teacher may select a single activity and by completing this activity the teacher and the student will be able to meet the expectations of a performance indicator and course goal. It will be necessary for the teacher to present at least one activity from each course goal in order to meet the minimum expectations of the program goal.

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The curriculum materials were developed by selected educators from various school districts within the State in conjunction with the Oregon Department of Education. The members of the writing team were:

Louis Cava	Parkrose School District
John Davies	Junction City School District
Dan Grimes	Department of Education
Loretta Ness	Salem School District
John Young	Springfield School District
Nancy Combs	Oregon City School District

Edited by Dan Grimes
Illustrations and Graphics were prepared by Inge Infante, Christy Bailey, Steve Sandstrom, and the writing team.

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PILOT TESTING

Several elementary schools were included in the field testing of the Curriculum Kits, involving approximately 2250 students in Grades K-3. The participating teachers were:

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Nancy Combs
B.J. Finch
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Joyce Kuyper
Sharon Roberts
Lily Van Alstyne
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Douglas County

Lucille Anderson
Mary Blakeley
Ellouise Callison
Sally GrosJacques
Angela Kiely
Carolyn Mosley
Eleanor Palmer
Sunny Philips

Jackson County

John Grieder
Vivian Locke
Laura Miller
Deleen Ross
Ella Tegner

Klamath County

Don Buckingham
Marie Carlson
Marlene Haddeland
Cheryl Isaacson
Cheryl Kenney
Jan Wetzel

Lane County

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Carol Clark
Steve Cooper
Dody Hall
Lois Hopper
Dorothy Morey
Jerry Settelmeyer
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Phyllis Yarborough

Marion County

Ursula Bertsch
Fran Cavendar
Joene Courtney
Lucretia Crosier
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Molly Ingle
Joanne Leeth
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Dorothy Peterson
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